

# **Prekindergarten/Primary PK–3**

## **Section 53**

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## **1 Knowledge of child growth and development**

1. Demonstrate knowledge of the major effects of genetics, health, nutrition, public policy, environment, and economics on child development.
2. Identify the sequence of development and the milestones (e.g., social-emotional, cognitive, language, physical) for the typically developing child.
3. Identify atypical development (e.g., social-emotional, cognitive, language, physical).
4. Choose strategies for designing and implementing instructional practices to support typically and atypically developing young children.
5. Identify the influences of substance abuse, physical abuse, and emotional distress on child development.
6. Recognize ways in which children's early experiences and culturally transmitted knowledge contribute to individual differences in development and learning.
7. Identify the influence of scientific research on theories of cognitive and social development, the principles of how children learn, and the development and implementation of instructional strategies.

## **2 Knowledge of foundations of early childhood (PreK–3) education**

1. Identify theorists, theories, and benchmarks in the fields of early childhood education and their implications for the classroom teacher of young children.
2. Identify curriculum models of early childhood and elementary education programs in a variety of settings.
3. Identify the impact of federal and state laws on education in the classroom (e.g., English for Speakers of Other Languages, Individuals with Disabilities Education Improvement Act).

## **3 Knowledge of research, standards, and trends**

1. Identify professional organizations, Web sites, and scholarly journals in the field of early childhood and elementary education.
2. Interpret standards set by early childhood and elementary education professional organizations (e.g., National Association for the Education of Young Children, Association for Childhood Education International, National Council of Teachers of Mathematics, Southern Early Childhood Association).

3. Demonstrate knowledge of current issues, trends, and educational innovations and legislation relating to the field of early childhood (PreK–3) education.
4. Analyze ethical behavior and professional responsibilities as they relate to young children, families, colleagues, and the community.

#### **4 Knowledge of effective practices**

1. Identify developmentally appropriate practices that guide effective instruction.
2. Identify the components of effective organization and management, such as classroom rituals, routines, and schedules.
3. Identify ways to organize furniture, equipment, materials, and other resources in an indoor or outdoor environment in order to support early childhood curricula and the development of the whole child.
4. Identify the components of and techniques for creating a print-rich environment (e.g., classroom libraries, labeled objects, student work displayed, word walls) reflecting diverse cultures and the impact of such an environment on classroom instruction.
5. Identify strategies for short- and long-term planning to set instructional goals in alignment with standards for developing teacher objectives.
6. Identify strategies for designing appropriate objectives and developing and implementing lesson plans.
7. Identify activities that enrich and extend active learning through the selection and use of developmentally and age-appropriate instructional materials.
8. Identify a variety of methods of flexibly grouping children for the purposes of instruction.
9. Identify characteristics of an integrated curriculum.
10. Identify characteristics of play as it relates to children's social, emotional, and cognitive development.
11. Identify methods of observing, facilitating, and extending children's play to practice newly acquired competencies through problem solving, imitation, persistence, and creativity.
12. Identify strategies for building and nurturing trusting relationships with students.

#### **5 Knowledge of issues with and strategies for family and community involvement**

1. Apply strategies for encouraging and facilitating family and community partnerships in all phases of school programs.
2. Identify contemporary family systems and how to provide for families' needs.

## **6 Knowledge of developmentally appropriate curricula**

1. Identify the implications of teacher read alouds and how they directly relate to the academic success of children at all grade levels.
2. Select developmentally appropriate curricula that provide for all areas of child development (i.e., physical, emotional, social, linguistic, aesthetic, cognitive).
3. Identify instructional methods and strategies (e.g., summarizing, monitoring comprehension, question answering, question gathering, use of graphic and semantic organizers, recognizing story structure, use of multiple strategy instruction) for facilitating students' reading comprehension across the curriculum.
4. Identify strategies for facilitating the development of literal, interpretive, and critical listening and thinking skills.
5. Identify activities that support the development of both fine and gross motor skills.
6. Demonstrate knowledge of strategies, including the use of technology, for presenting instruction, processes, and concepts related to health, safety, and nutrition.
7. Demonstrate knowledge of strategies and processes, including the use of technology, for presenting visual arts, music, drama, and dance.
8. Demonstrate knowledge of strategies for using technology in developmentally appropriate ways to teach reading, mathematics, science, and social studies.

## **7 Knowledge of the diverse needs of all children and their families**

1. Identify strategies to adapt curricula for children with diverse needs.
2. Identify characteristics of children with diverse needs.
3. Select resources and procedures that support children with diverse needs and their families.
4. Identify programs, curricula, and activities that provide for the language needs of children and their families with limited English proficiency.
5. Identify characteristics of children at risk for school failure and select appropriate intervention strategies for these children.
6. Identify major trends in the education of children with exceptionalities and the application of such trends in an early childhood setting.
7. Identify strategies for working with children who are in foster care and children who are migrant, abandoned, or homeless.
8. Identify strategies for accessing health information to monitor children's medical needs, including medications for allergies and other health impairments.

## **8 Knowledge of diagnosis, assessment, and evaluation**

1. Select developmentally appropriate, reliable, and valid formal and informal screening, progress monitoring, and diagnostic instruments and procedures that measure specific characteristics.
2. Identify procedures for accurately establishing, maintaining, and using formal and informal student records.
3. Interpret formal and informal assessment data to make instructional decisions about the educational needs of children.
4. Identify procedures for appropriately using portfolio assessment to plan instruction that better extends the child's level of learning and interest.
5. Identify procedures and legal requirements that provide for appropriate and effective family conferences or home visits, in accordance with due process and confidentiality, regarding the assessment, education, growth, and development of children.

## **9 Knowledge of child guidance and classroom behavioral management**

1. Identify developmentally appropriate components of a positive and effective classroom behavioral management plan.
2. Apply developmentally appropriate positive strategies for guiding children's behavior and responding to challenging behaviors.
3. Identify learning opportunities for promoting children's positive self-concept, self-esteem, and prosocial and social-emotional development through interaction with peers and familiar adults.
4. Identify developmentally appropriate conflict resolution strategies and guidelines for implementation.
5. Identify appropriate strategies for teaching character development to young children.
6. Identify the roles of early childhood professionals in collaboration with other professionals in helping children and their families cope with stressors.

## **10 Knowledge of literacy instruction**

1. Identify the content of emergent literacy (e.g., oral language development, phonological awareness, alphabet knowledge, concepts of print, motivation, text structures, written language development).
2. Identify common emergent literacy difficulties and strategies for prevention and intervention.

3. Demonstrate knowledge of various approaches for developing prereading and early literacy skills (e.g., oral language and listening, phonological awareness, alphabet knowledge, background knowledge, print concepts).
4. Select literature from a variety of narrative and expository text that builds language skills and concept development.
5. Identify the processes, skills, and phases of word recognition (e.g., pre-alphabetic, partial-alphabetic, full-alphabetic, graphophonemic, morphemic, syntactic, semantic) that lead to decoding.
6. Identify the components of reading fluency (e.g., accuracy, automaticity, rate, prosody).
7. Identify instructional methods (e.g., practice with high-frequency words, timed readings) for developing reading fluency.
8. Identify developmentally appropriate writing strategies for developing print awareness concepts, including spelling and punctuation.
9. Identify instructional methods and strategies for increasing vocabulary acquisition (e.g., word analysis, choice of words, context clues, multiple exposures) across the curriculum.
10. Identify instructional methods for teaching essential comprehension skills (e.g., main idea, supporting details and facts, author's purpose, fact and opinion, point of view, inference, conclusion).
11. Evaluate appropriate classroom organizational formats (e.g., literature circles, small groups, individuals, workshops, reading centers, multiage groups) for specific instructional objectives.
12. Identify appropriate uses of multiple representations of information (e.g., charts, tables, graphs, pictures, print and nonprint media) for a variety of purposes.
13. Demonstrate knowledge of the developmental stages of writing (e.g., dictation, symbolic representation).
14. Demonstrate knowledge of the writing process (e.g., prewriting, editing, publishing).

## **11 Knowledge of mathematics content and instruction**

1. Analyze developmentally appropriate strategies for presenting concepts for mathematical proficiency, including understanding mathematical ideas and concepts, fluent computations, problem solving, and logical reasoning progressing from concrete to semiconcrete to abstract.
2. Apply teaching practices to strengthen children's problem solving and reasoning processes as well as their ability to represent, communicate, and connect mathematical ideas.
3. Identify strategies for integrating mathematics with other activities.

4. Identify developmentally appropriate mathematics concepts for the PreK–3 curriculum.
5. Demonstrate knowledge of skills and concepts related to number sense and operations (e.g., representations of numbers, use of estimation and operations to solve real-world problems).
6. Demonstrate knowledge of skills and concepts related to measurement, geometry, and spatial sense (e.g., geometric properties and relationships; use of skills and concepts involving measurement and geometry to solve real-world problems).
7. Demonstrate knowledge of skills and concepts related to algebraic thinking and data analysis (e.g., patterns and functional relationships; interpretations of tables, graphs, and equations that reflect real-world functional relationships; use of data to make predictions and draw conclusions).

## **12 Knowledge of science content and instruction**

1. Analyze developmentally appropriate strategies for teaching the basic science processes (e.g., observing, classifying, qualifying, predicting, measuring).
2. Apply developmentally appropriate strategies for teaching the scientific method (e.g., forming a hypothesis, manipulating variables, interpreting results).
3. Identify strategies for teaching science as inquiry (e.g., asking questions, using senses to explore materials and natural phenomena, using simple tools for investigation, making comparisons between objects).
4. Identify developmentally appropriate science concepts for the PreK–3 curriculum.
5. Demonstrate knowledge of basic concepts in physical and Earth sciences (e.g., states and properties of matter, simple machines, properties and characteristics of sound and light, magnets, types of energy, geologic formations and how they were formed, types and characteristics of rocks, factors affecting weather, the water cycle).
6. Demonstrate knowledge of basic concepts of life sciences (e.g., characteristics of living and nonliving things, types of microorganisms, differences between plant and animal cells, renewable and nonrenewable resources, conservation methods).

## **13 Knowledge of social studies content and instruction**

1. Analyze developmentally appropriate strategies for teaching social science concepts (e.g., citizenship, historical events, human interdependence).
2. Identify resources for teaching social science concepts.
3. Identify developmentally appropriate social studies concepts for the PreK–3 curriculum.

4. Demonstrate knowledge of basic concepts of government, citizenship, and economics (e.g., rights and responsibilities of U.S. citizens; federal, state, and local governments; economic interdependence).